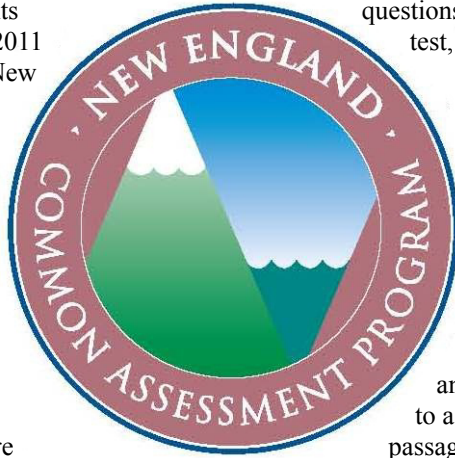


About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

School Results

School: Hilltop Elementary School

District: RSU 39

Code: 3174-1209



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Grade Level Summary Report

School: Hilltop Elementary School
 District: RSU 39
 State: Maine
 Code: 3174-1209

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				86	10	12	51	59	13	15	12	14	344	103	13	55	15	17	343	13,034	18	54	18	10	346	
MATH				86	8	9	41	48	17	20	20	23	341	103	10	48	19	23	341	13,061	18	46	21	15	343	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Reading Results

School: Hilltop Elementary School
 District: RSU 39
 State: Maine
 Code: 3174-1209

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

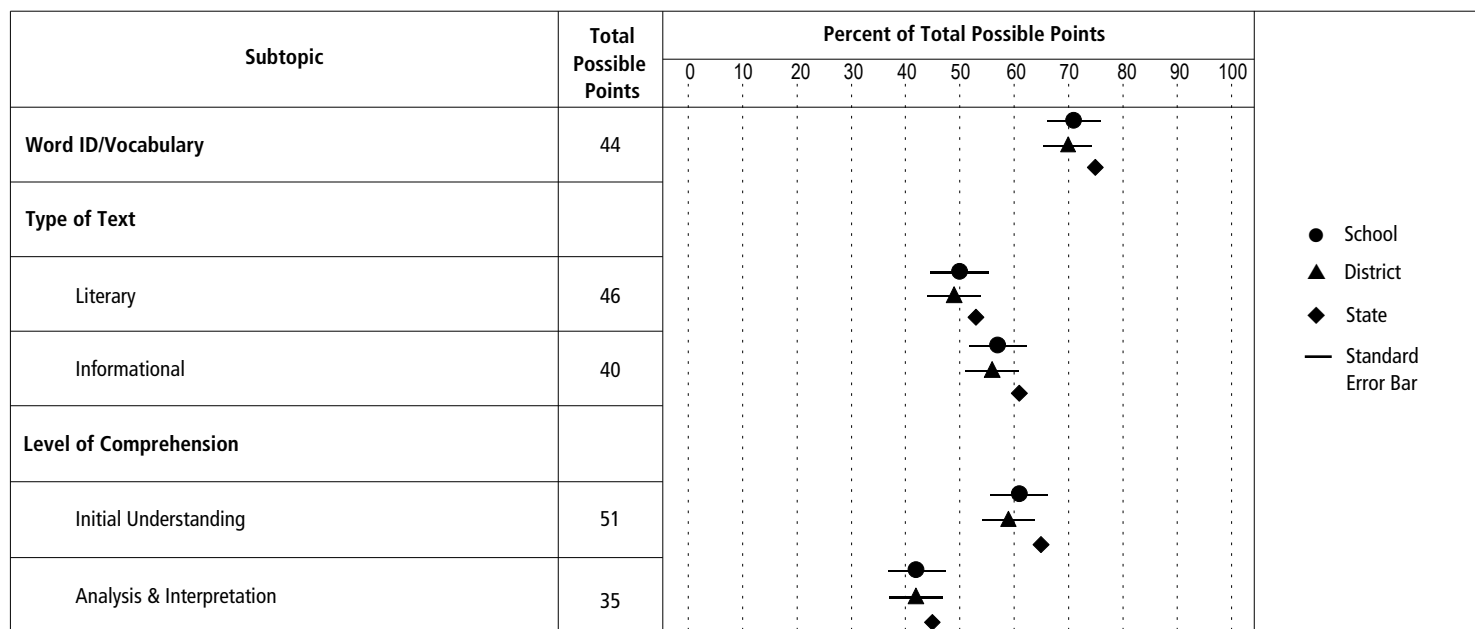
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				81	13	16	50	62	8	10	10	12	347
2010-11				92	9	10	40	43	22	24	21	23	339
2011-12				86	10	12	51	59	13	15	12	14	344
Cumulative Total				259	32	12	141	54	43	17	43	17	343
District													
2009-10				104	14	13	60	58	13	13	17	16	345
2010-11				106	10	9	43	41	26	25	27	25	338
2011-12				103	13	13	57	55	15	15	18	17	343
Cumulative Total				313	37	12	160	51	54	17	62	20	342
State													
2009-10				13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11				13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12				13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
Cumulative Total				39,517	5,606	14	22,673	57	7,345	19	3,893	10	346





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Disaggregated Reading Results

School: Hilltop Elementary School
 District: RSU 39
 State: Maine
 Code: 3174-1209

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				86	10	12	51	59	13	15	12	14	344	103	13	55	15	17	343	13,034	18	54	18	10	346
Gender																									
Male				52	6	12	29	56	9	17	8	15	343	61	11	51	15	23	341	6,733	14	53	20	13	344
Female				34	4	12	22	65	4	12	4	12	344	42	14	62	14	10	345	6,301	22	55	16	8	348
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						235	14	51	22	12	344
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										3						107	7	58	24	11	343
Asian				0										0						205	29	47	15	9	349
Black or African American				2										2						389	7	41	23	29	337
Native Hawaiian or Pacific Islander				0										0						15	20	67	13	0	350
White				79	8	10	46	58	13	16	12	15	343	95	12	54	16	19	342	11,933	19	55	17	9	346
Two or more races				0										0						150	16	51	20	13	345
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										4						391	9	37	27	27	338
Former LEP student - monitoring year 1				0										0						14	36	43	21	0	353
Former LEP student - monitoring year 2				0										0						1					
All Other Students				83	10	12	48	58	13	16	12	14	343	99	13	55	15	17	343	12,628	18	55	17	10	346
IEP																									
Students with an IEP				12	0	0	2	17	1	8	9	75	329	15	0	13	7	80	326	1,927	4	29	29	38	334
All Other Students				74	10	14	49	66	12	16	3	4	346	88	15	63	16	7	345	11,107	21	58	16	5	348
SES																									
Economically Disadvantaged Students				37	3	8	23	62	3	8	8	22	341	51	10	55	10	25	340	6,065	11	52	22	16	342
All Other Students				49	7	14	28	57	10	20	4	8	345	52	15	56	19	10	345	6,969	25	56	14	5	349
Migrant																									
Migrant Students				0										0						8					
All Other Students				86	10	12	51	59	13	15	12	14	344	103	13	55	15	17	343	13,026	18	54	18	10	346
Title I																									
Students Receiving Title I Services				16	0	0	3	19	5	31	8	50	331	21	0	14	24	62	328	3,041	5	47	30	18	340
All Other Students				70	10	14	48	69	8	11	4	6	346	82	16	66	12	6	346	9,993	22	56	14	8	348
504 Plan																									
Students with a 504 Plan				0										0						186	14	61	16	9	346
All Other Students				86	10	12	51	59	13	15	12	14	344	103	13	55	15	17	343	12,848	18	54	18	10	346

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Mathematics Results

School: Hilltop Elementary School
 District: RSU 39
 State: Maine
 Code: 3174-1209

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

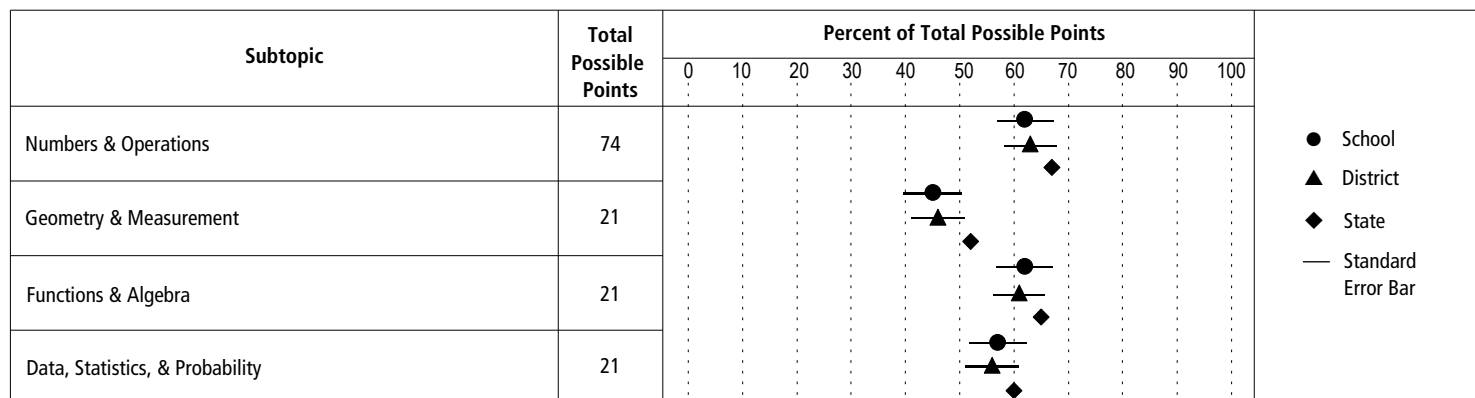
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				81	13	16	38	47	16	20	14	17	342
2010-11				92	10	11	32	35	27	29	23	25	339
2011-12				86	8	9	41	48	17	20	20	23	341
Cumulative Total				259	31	12	111	43	60	23	57	22	341
District													
2009-10				104	13	13	48	46	22	21	21	20	341
2010-11				106	10	9	35	33	32	30	29	27	338
2011-12				103	10	10	49	48	20	19	24	23	341
Cumulative Total				313	33	11	132	42	74	24	74	24	340
State													
2009-10				13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11				13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12				13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
Cumulative Total				39,608	6,292	16	18,460	47	8,863	22	5,993	15	343





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Disaggregated Mathematics Results

School: Hilltop Elementary School
 District: RSU 39
 State: Maine
 Code: 3174-1209

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				86	8	9	41	48	17	20	20	23	341	103	10	48	19	23	341	13,061	18	46	21	15	343
Gender																									
Male				52	6	12	26	50	11	21	9	17	343	61	11	46	23	20	342	6,751	18	47	21	14	344
Female				34	2	6	15	44	6	18	11	32	338	42	7	50	14	29	339	6,310	17	46	21	16	343
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						236	10	41	28	21	341
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										3						108	4	50	28	19	340
Asian				0										0						207	32	38	15	15	346
Black or African American				2										2						397	5	31	24	39	335
Native Hawaiian or Pacific Islander				0										0						15	7	60	20	13	343
White				79	7	9	36	46	16	20	20	25	340	95	9	45	20	25	340	11,948	18	47	21	14	344
Two or more races				0										0						150	13	47	25	16	342
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										4						405	7	28	26	39	336
Former LEP student - monitoring year 1				0										0						14	29	36	21	14	347
Former LEP student - monitoring year 2				0										0						1					
All Other Students				83	8	10	39	47	16	19	20	24	341	99	10	47	18	24	341	12,641	18	47	21	14	344
IEP																									
Students with an IEP				12	0	0	1	8	4	33	7	58	332	15	0	13	40	47	334	1,944	5	26	30	39	335
All Other Students				74	8	11	40	54	13	18	13	18	342	88	11	53	16	19	342	11,117	20	50	20	11	345
SES																									
Economically Disadvantaged Students				37	3	8	16	43	8	22	10	27	338	51	8	45	22	25	339	6,090	9	42	26	22	340
All Other Students				49	5	10	25	51	9	18	10	20	342	52	12	50	17	21	343	6,971	25	50	17	8	347
Migrant																									
Migrant Students				0										0						8					
All Other Students				86	8	9	41	48	17	20	20	23	341	103	10	48	19	23	341	13,053	18	46	21	15	344
Title I																									
Students Receiving Title I Services				16	0	0	3	19	4	25	9	56	330	21	0	19	29	52	331	3,047	5	37	32	26	338
All Other Students				70	8	11	38	54	13	19	11	16	343	82	12	55	17	16	343	10,014	21	49	18	11	345
504 Plan																									
Students with a 504 Plan				0										0						187	16	51	20	13	343
All Other Students				86	8	9	41	48	17	20	20	23	341	103	10	48	19	23	341	12,874	18	46	21	15	344

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.